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ABSTRACT

The special education training program at the University of Northern Iowa provides a systematically integrated program designed to develop professional personnel with the requisite competencies to (a) diagnose and teach; (b) organize and supervise programs; (c) evaluate instructional programs; and d) train professional educators to implement programs for children and youth manifesting retardation and behavioral, learning, and multiple handicaps. Traditional categories of special education have been de-emphasized, and a systems approach has been applied within a conceptual model to guide the integration of didactics with practicum activities. The conceptual model is constructed upon the building blocks of (a) instructional methodology; (b) experience/practicum; and (c) educational management. Internal evaluation involves a continuous monitoring of practicum experiences based upon the observation of pupil-teacher interactions. Competencies are judged by the demonstrations of performance criteria at each step of the practicum experience. External evaluation is performed by advisory groups and consultants and through special workshops intended to provide feedback for program evaluation. (Author/JA)

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NON-CATEGORICAL COMPETENCY BASED TEACHER TRAINING:

AN OPERATIONAL MODEL FOR SPECIAL EDUCATION

University of Northern Iowa
Cedar Falls, Iowa

U.S. DEPARTMENT OF HEALTH
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Introduction

During the past decade, the number of colleges and universities offering preparation programs for teachers of handicapped children have greatly expanded. From 1960 to 1967, the number of such institutions increased from 16 to 243 and prepared over 32,000 persons (Heller, 1968). In 1969, 468 institutions offered programs in one or more areas of exceptionality enrolling 84,630 persons in full-time, part-time, and extension study. Approximately 14,000 persons were graduated from these institutions in 1969 (Greer, 1970). According to a 1973 Federal government report (Elbers, 1973) nearly 400 colleges and institutions provide special education training and of these 304 received Federal funding.

Amid this growth, however, an increasing number of investigators have questioned the efficacy of special education classes for the mildly handicapped (Cruickshank, 1971; Deno, 1970; Dunn, 1968; Johnson, 1962) and training programs for preparing teachers of the handicapped (Lilly, 1970, 1971; Nelson and Schmidt, 1971; Hersh, 1969; Blatt, 1966). The roots of such criticism are probably diverse: a) technological developments, b) changing societal conditions, c) a demand for accountability, d) dissatisfaction with traditional programs, e) new concepts of management, f) availability of Federal monies for exploratory and experimental programs,

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g) litigation by parents and agencies against biased testing and labeling.

A growing number of critics (Goffman, 1963; Menninger, 1964; Combs and Harper, 1967) have suggested that the placement of mildly handicapped children into special education cla and the subsequent labeling of them may, in fact, result in a negative rather than a positive change in their learning and social behaviors. The non-categorical teacher preparation strategy avoids labeling and is gaining popularity among special educators. Under such a system, training programs are specific to instructional methods rather than categories of children (Reynolds & Balow, 1972). That is, teachers develop competency in diagnosis and remediation of behavior and learning problems rather than becoming teachers of the mentally retarded or emotionally maladjusted.

Paralleling the development of the non-categorical teacher training strategy is the competency-based (or performance-based) training program. In describing traditional teacher education, Martin (1972) stated, "We are paying a great deal of attention to academic material, but little time is given to ... the interpersonal relationship called teaching (p. 319)." That is, if a student experiences a specified number of courses in foundations and methods and undergoes some kind of student teaching experience he is competent to teach. By contrast, in competency-based programs performance goals are specified and agreed to in advance of instruction. The student must be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable for attaining a given level of competency in performing the essential tasks of teaching while the training institution is held accountable for producing teachers with demonstrated instructional proficiency.

While a variety of non-categorical, competency-based teacher education programs have been proposed (Reynolds and Balow, 1972; Lilly, 1970, 1971), few have been implemented. Elfenbein (1972) mentions five institutions (Livingston University; College of Saint Scholastica; Southwest Minnesota State College; Teachers College, Columbia University; Weber State College) at which competency-based preparation programs are operational and eight institutions (Florida Agricultural and Mechanical University, University of Georgia, State University College at Buffalo, University of Texas at El Paso, Brigham Young University, University of Utah, Western Washington State College, University of Washington) in which a competency-based preparation program is a limited pilot program or a parallel program to more traditional training models.

Background

The UNI program was developed through an evolutionary process. Prior to 1969 special education teacher training was a traditional program of academic course work with practical application limited to a student teaching experience. During that year a strong practicum component was added to the curriculum. With the arrival of new staff members in 1970, a systems approach was introduced for program planning. Under a 1971-72 Bureau of Education for the Handicapped (BEH) developmental grant, "Prescriptive teaching" techniques (Peter, 1972) were added as a part of the management component. With the support of a BEH training grant, implementation of the competency-based, non-categorical teacher education program began in 1972 when the entire curriculum was revised and reorganized. The revised curriculum reflected a sequenced, developmental preparation (disregarding labels) from a teacher-pupil interaction to a teacher-group

interaction, to an inter-professional interaction. Conventional course content also was broadened in favor of the non-categorical approach at levels from pre-academic through the secondary. Practicum experiences were matched with each major sequence of the new curriculum enabling a trainee to specialize in teaching at various levels.

The rationale of the UNI program has its foundations in three questions: a) when in time will the teacher function, b) where will the teacher operate, and c) what will be the teacher's role? These questions are basic to a functioning teacher training program within a specified setting and time. Performance criteria and terminal objectives can be formulated from the teacher-preparation program.

Rather than attempting to project future preparation needs of special teachers, the UNI staff elected to concentrate on developing a teacher who is prepared to adapt to many situations. That is, an attempt was made to develop a teacher with the requisite competencies to teach pupils representing a variety of problems in learning and behavior. The preparation of an individual able to succeed in many varied teaching positions was selected in lieu of cataloging specific teaching contexts. The role of the trainee completing the undergraduate program was seen as interactive with the use of strategies for making and implementing decisions tailored to the needs and characteristics of the pupils. The graduate program (M.A. and Ed.S.) focus was expanded to also include competencies requisite to the interprofessional role of therapeutic teacher, consultant, and administrator. The purpose of this AACTE award application is to describe an operational, non-categorical and competency-based teacher educational program preparing teachers of the handicapped at the University of Northern Iowa, Cedar Falls, Iowa.

Program Objectives

The UNI program provides professional training for educators working with children and youth manifesting behavioral, learning, retardation, and multiple handicaps. Traditional categories of classifying the handicapped have been de-emphasized as a basis for professional training. Competencies must be demonstrated by each UNI student in 1) diagnosing and analyzing behavioral and learning problems; 2) prescribing appropriate programs of instruction; 3) implementing these programs in both individual and classroom situations; 4) evaluating outcome of instruction in light of the exceptional pupil's progress toward prescribed educational objectives.

Specifically, the special education program is designed to achieve the following purposes:

1. To prepare undergraduate and graduate students in several career fields of special education. The non-categorical program stresses teaching children with behavior and learning problems regardless of the diagnostic label.
2. To assist in upgrading the affective and instructional skills of the regular classroom teacher in order that handicapped pupils in the regular classroom may be better served. Pre-preparation and post-preparation training is especially important for regular classroom teachers as more and more handicapped children become a greater responsibility of regular education.
3. To upgrade the training of teachers presently teaching handicapped children through programs leading toward special education certification, extension classes, summer workshops, and other programs at either the pre-service or in-service level.

4. To meet the needs of other undergraduate and graduate students in allied fields to special education. The preparation of students in school psychology, early childhood, social work, speech pathology, etc. is enhanced by the study of handicapped and gifted children as it relates to the many problems and issues faced by exceptional children and their families.
5. To provide a continuous efficacy evaluation of the non-categorical, competency-based teacher education strategy.

Program Description - A Model for Professional Training in Special Education

A conceptual model for professional training in special education was developed to guide the integration of didactics with practicum activities. The construction of this conceptual model was necessary to provide the structure for systematic planning of educational strategies. Because the conceptual model was a visual representation of the component elements of teaching, the UNI program staff were able to coordinate and integrate the existing curriculum components and clearly see which components needed to be reorganized or further developed. The model generated a language and context to facilitate communication between both faculty and students. Finally, the model served as the guideline for the development of evaluation procedures which measured the contribution of each curriculum component.

The model and systematic training program allows the application of theories which facilitate the efficient ordering of environmental events expediting the learning process. However, if a particular theory of methodology is incorporated into teaching practice, it must be held accountable in terms of predictable and observable changes in the behavior of the children being taught by trainees. This places education within the same

empirical context demanded of the physician, engineer, and the physicist. It is recognized, however, that teaching deals with human values which go beyond the physical cure, the construction of a mechanical device, or the discovery and application of a law of physics. The knowledge of human behavior which facilitates teaching efficiency needs to be tempered by humanistic values in the choice of both methods and goals.

The following statements review the principles upon which the model was based:

1. Teaching involves the conscious manipulation of environmental components to enhance both the rate and quality of learning as measured by the changes in the behavior of students.
2. The environmental components of teaching can be identified, observed, and quantified. Further, professionals can be systematically instructed in the use of the environmental components of teaching in order to maximize the learning efficiency of their students.
3. The evaluation of teaching effectiveness must ultimately rest in the measurement of the student's behavioral changes toward prestated and planned behavioral objectives.
4. Most learning is developmental in nature. Hence, teaching generally requires beginning where the student is and proceeding on an instructional continuum ranging from the simple and concrete to the complex and abstract. Further, the transfer of learned skills and knowledge is enhanced by ever closer approximations of the environment in which they are designed to operate.

The conceptual model was constructed upon the building blocks of 1) Instructional Methodology, 2) Experience/Practicum, and 3) Educational

Management. The definitions and descriptions of these building blocks are given in the following statements:

1. Instructional Methodology includes imparting the skills of diagnosis, content determination and sequencing, curricular material utilization and task presentation procedures to the trainees to help them elicit behavioral changes in handicapped children as measured in Experience/Practicum and later professional practice.
2. Experience/Practicum is a sequential series of practicum with handicapped children in which the trainee's effectiveness is measured by the direction, rate and quality of the child's learning. This is observed through behavioral changes towards pre-stated, empirical objectives.
3. Educational Management includes the development of motivation, sensitivity to the affective domain and the skills of behavior modification, educational organization, evaluation, communication, and discipline to enhance the learning of the trainee's pupils as measured in Experience/Practicum and later professional practice.

These building blocks are illustrated in Figure 1 while Figure 2 illustrates the organization of the building blocks into the training model.

Throughout the entire training program, the ability of the trainee to integrate the academic learning from the Instructional Methodology and Educational Management is tested with pupils in Experience/Practicum. Trainees are required to demonstrate their abilities at each step in the Experience/Practicum sequence before advancing. To enhance the transfer of learning from the Instructional Methodology and Educational Management to the Experience/Practicum blocks, each component course is system-

FIGURE 1

BUILDING BLOCKS OF A TEACHER TRAINING MODEL

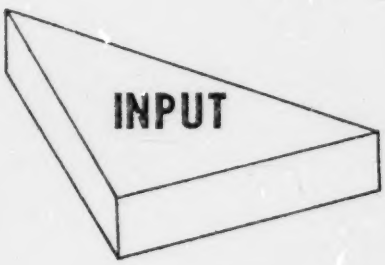
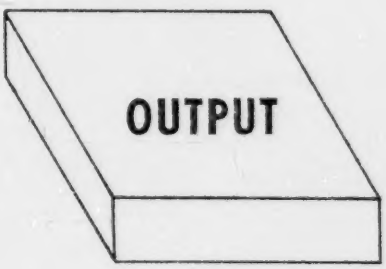
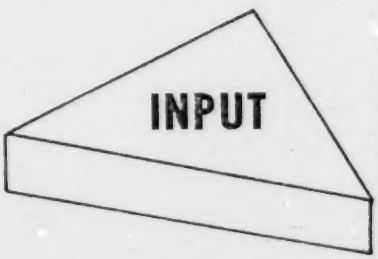
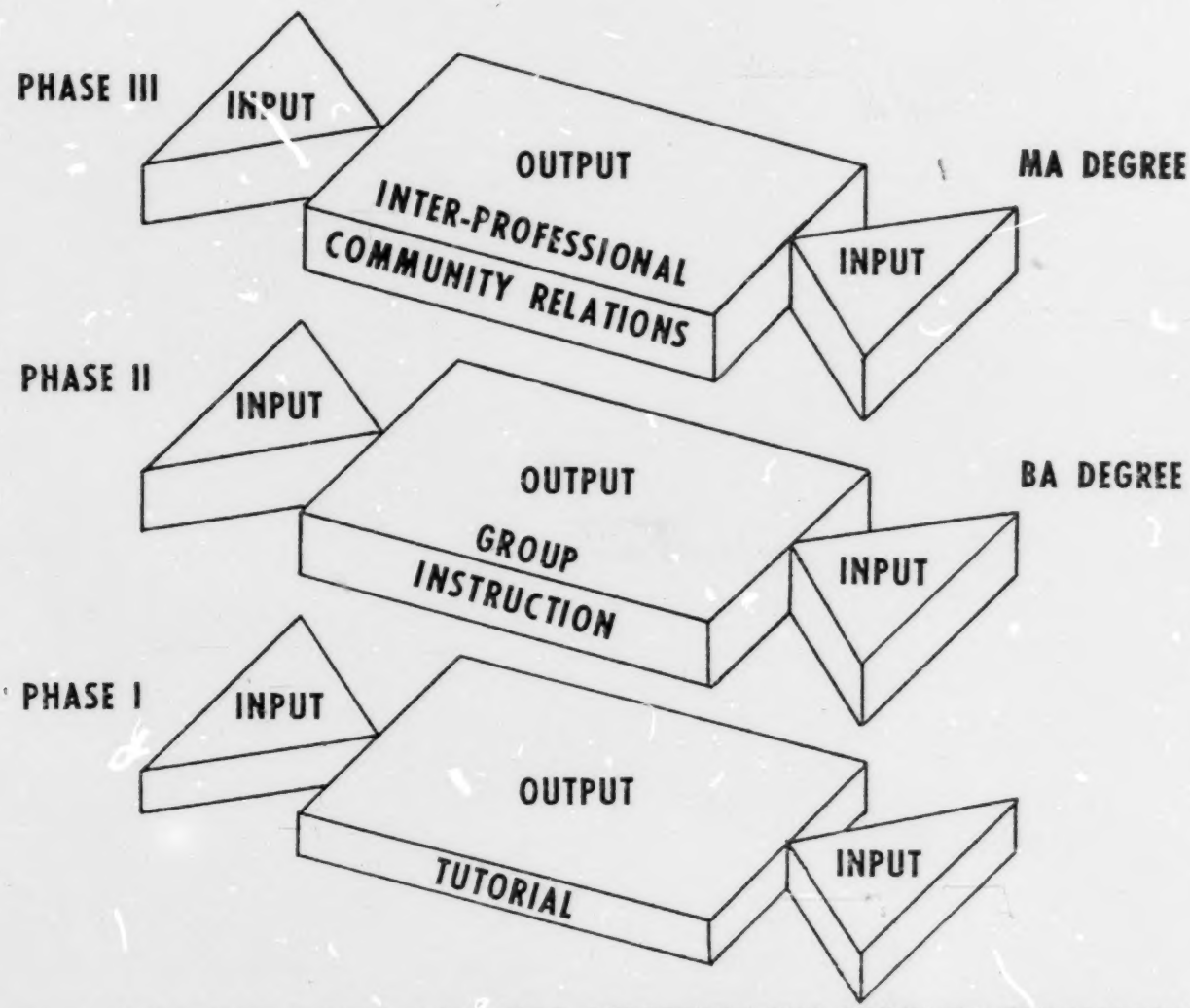
INSTRUCTIONAL METHODOLOGY	EXPERIENCE	EDUCATIONAL MANAGEMENT
		
IMPARTING THE SKILLS OF DIAGNOSIS, CONTENT DETERMINATION AND SEQUENCING, MATERIAL UTILIZATION , AND TASK PRESENTATION PROCEDURES TO THE TRAINEES TO HELP THEM ELICIT BEHAVIORAL CHANGES IN STUDENTS.	THE APPLICATION OF INSTRUCTIONAL METHODOLOGY AND EDUCATIONAL MANAGEMENT SKILLS TO THE INSTRUCTION OF STUDENTS IN PRACTICUM	THE DEVELOPMENT OF MOTIVATION, SENSITIVITY TO THE AFFECTIVE DOMAIN AND THE SKILLS OF BEHAVIOR MODIFICATION EDUCATIONAL ORGANIZATION, EVALUATION AND COMMUNICATION TO ENHANCE EFFICIENCY IN CHANGING STUDENT BEHAVIOR.

FIGURE 2

CONCEPTUAL MODEL FOR PROFESSIONAL TRAINING



THIS CONCEPTUAL MODEL DOES NOT REPRESENT THE COMPLETE EDUCATIONAL PROGRAM FOR THOSE WHO RECEIVE DEGREES WITH SPECIAL EDUCATION MAJORS AT THE UNIVERSITY OF NORTHERN IOWA. IT REPRESENTS A CORE WHICH REQUIRES THE INTEGRATION OF THE TOTAL UNIVERSITY EXPERIENCE TO DEVELOP THE COMPLETE PROFESSIONAL.

atically designed to interface with the Experience/Practicum. The training program begins in Phase I, Individual Instruction. Phase I is centered around a one-to-one practicum in the Northern Iowa Instructional Laboratory. Here, the trainee is able to apply both the Instructional Methodology and the Educational Management acquired in the more academic segments of the program. All three elements of Phase I must be taken concurrently by the trainee. This program is systematically supervised through the application of Individual Instruction (Peter, 1972).

When a trainee has demonstrated the mastery of the basic teacher-child interaction in Phase I, he advances to Phase II. A formal screening of all trainees occurs at the completion of Phase I. Students who have not satisfactorily met the prestated performance criteria either recycle through Phase I or transfer to another area of professional preparation. Phase II is a more complex practicum experience in a group or classroom setting. This practicum is sequenced to allow the trainee to first apply one-to-one skills mastered in Phase I and then proceed step-by-step until he has demonstrated the ability to teach and orchestrate a group under the direction of a supervising teacher. In like manner, the sophistication of the Instructional Methodology and Educational Management is increased to support the Experience/Practicum in Phase II. As in Phase I, the trainee must enroll in the three components of Phase II concurrently.

In Phase III, at the M.A. level, the trainee is required to begin and complete a more advanced practicum. Experience/Practicum in Phase III requires the trainee to initiate a therapeutic educational program, interact with other professionals, and work with community and lay support groups. The interprofessional trainee receives continued support through the input of increasingly sophisticated Instructional Methodology and Educational Management.

This model will allow the academic curriculum of required courses and the elective supporting programs of the various departments in the College of Education to be evaluated in the light of the trainee's success in Experience/Practicum. Further, each trainee can be recommended to the profession on his ability to effectively teach children with specified educational handicaps based upon the trainee's demonstration of these abilities in the Experience/Practicum component of the program.

The training program in the Division of Special Education serves as a focal point for integrating the University Experience (See Figure 3). In this way, the university experiences provided by the undergraduate and graduate curriculum of the College of Education at the University of Northern Iowa are integrated and made relevant in the development of competent special educators.

Each course of study and practicum in the Division of Special Education has been classified according to its function within the conceptual model which guides the development of this program. Competencies must be demonstrated by all trainees in the practicum/experience portion of the program. The instructional methodology (academic-didactic courses) and the educational management component courses are supportive to the trainee. The success or failure of the trainee is not so much a high academic grade in the academic and management courses as is the importance of success in the practicum/experience component of the program. The format used to correlate the didactic and management coursework with the sequenced performance criteria appear in Appendix I.

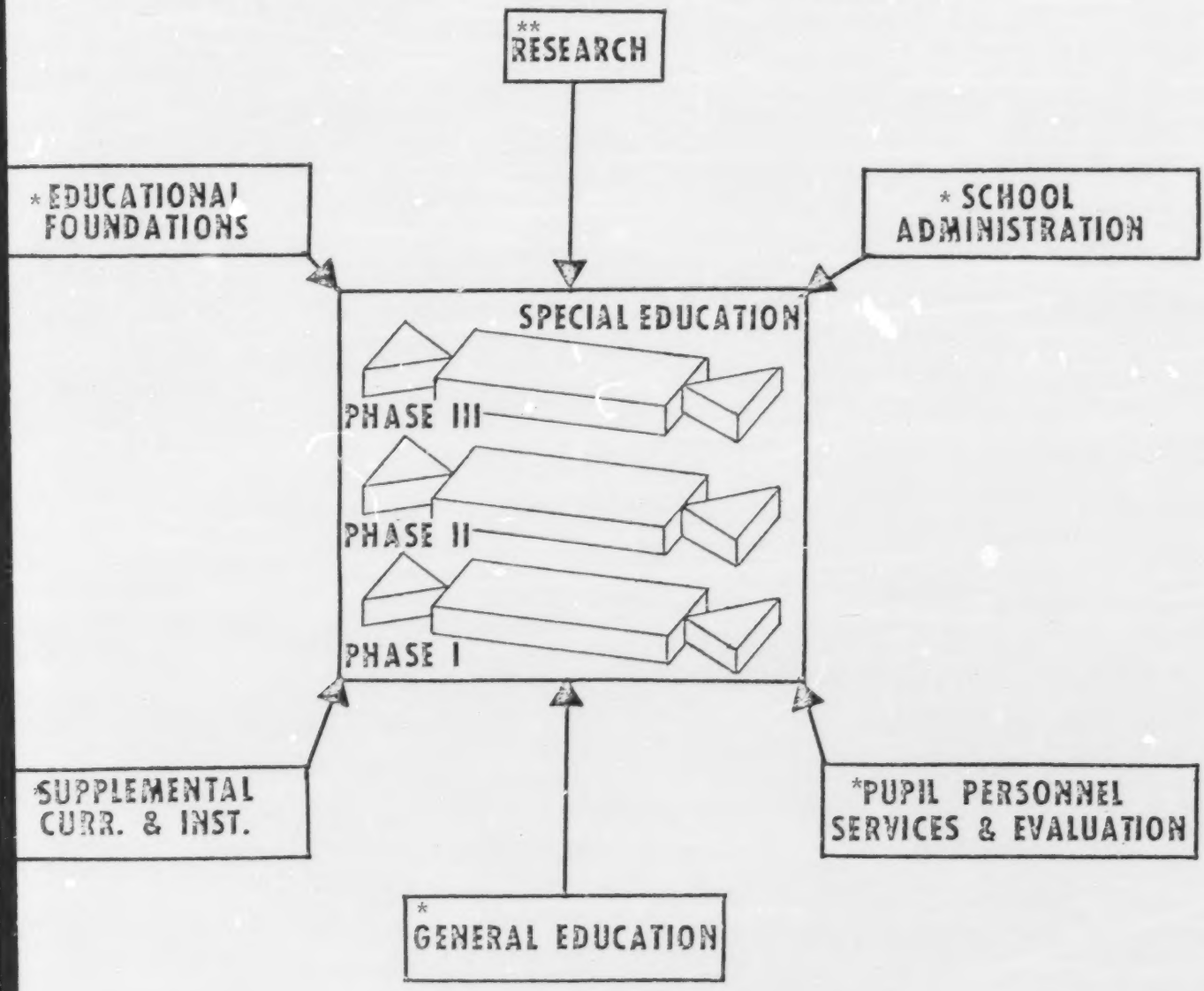
Advantages of the Training Model

The model allows the trainee to develop the individualistic teaching procedures which are best suited to the needs of the child. Various

FIGURE 3

SCHEMATA FOR INTEGRATION OF DEGREE REQUIREMENTS WITH THE SPECIAL EDUCATION PROGRAM

The reader should note that each special education program participant is a major in elementary education with an emphasis in special education.



Refer to Appendix 4 for the specific input originating from each of these component areas.

The research component includes the UNI Bureau of Research, Educational Research, 24:294, Computation Services, and the University of Iowa purchased-time computer services.

approaches to teaching may be used as long as they produce observable gains toward the prescribed instructional goals. Indeed, the quick feedback of negative and positive results to the trainee tend to shape the individual in the use of procedures most effective for himself.

The versatility of the model is demonstrated by its adaptation to the non-categorical training approach. The need for training institutions to prepare teachers for work with the handicapped functioning at various cognitive and social levels has been recognized but limited staff and relatively large student registrations often hamper the development of quality programs for each of the traditional, categorical areas of special education. In addition, existing patterns of funding and credentialing in many states require traditional designations for program graduates.

Analyzing educational needs of the handicapped in Iowa revealed a necessity for specialization of teachers at four levels of cognitive, personal, and social functioning: a) pre-academic, b) primary, c) intermediate and d) secondary.

1. The Pre-academic level is designed to develop the necessary teaching competencies to evaluate and prepare the handicapped to function at the cognitive, personal, and social level of the child between the ages of 0-5 years. This would include the development of mobility skills, toilet training, language development, and self-help skills.
2. The Primary level is designed to develop the necessary teaching competencies to evaluate and prepare the handicapped to function at the cognitive, personal, and social level of the child between the ages of 5-8 years. This would include academic readiness and appropriate personal and social skills.

3. The Intermediate level is designed to develop the necessary teaching competencies to evaluate and prepare the handicapped to function at the cognitive, personal, and social level of the child between the ages of 8-12 years. This would include development and remediation of elementary skills in reading, mathematics, and written communication.
4. The Secondary level is designed to develop the necessary teaching competencies to evaluate and prepare the handicapped to function at the cognitive, personal, and social level of the adolescent. This would include the development of vocational skills as well as continuous development and remediation of academic and social skills.

The trainee in the program usually selects two of the four functional levels (except elementary majors who may choose two of three levels). For example, a trainee majoring in elementary education for the handicapped might select the pre-academic and primary levels. The trainee would be assigned to the corresponding academic and practicum experiences and be required to demonstrate the requisite program performance criteria. The number of possible alternatives allow UNI trainees to individualize their training while providing flexibility for meeting shifting manpower needs without major program alterations. Table 1 illustrates the functional levels and their relationship to traditional categories and certification requirements.

Internal Evaluation Components

The primary evaluation system for the training program is based upon the following principle: the ultimate criteria for measurement of educational outcomes is the ability of any variable to produce measurable change

TABLE 1

RELATIONSHIP OF TRADITIONAL SPECIAL EDUCATION CATEGORIES TO THE UNIVERSITY OF NORTHERN IOWA NON-CATEGORICAL TRAINING FRAMEWORK

Functioning Levels*	Traditional Categories	Iowa State Certification Levels and Approval Areas
Secondary	EDUCABLE MENTALLY RETARDED TRAINABLE MENTALLY RETARDED SPECIFIC LEARNING DISABILITY EMOTIONALLY AND SOCIALLY MALADJUSTED PROFOUNDLY AND SEVERELY HANDICAPPED	Endorsement 20 (Grades 7-12) Approval areas - mental retardation, emotionally disturbed, specific learning disabilities
Intermediate		Endorsement 10 (Grades K-9) Approval areas - mental retardation, emotionally disturbed, specific learning disabilities
Primary		Endorsement 10 (Grades K-9) Approval areas - mental retardation, emotionally disturbed, specific learning disabilities
Pre-Academic		Endorsement 53 Approval Areas - mental retardation, emotionally disturbed, specific learning disabilities

* Trainees may choose a combination of these levels.

in the performance of handicapped children and youth. In other words, the function of any component in the training program at the University of Northern Iowa must ultimately be judged by its ability to produce professionals who can demonstrate measurable change in the behavior of handicapped children or youth towards pre-stated or prescribed objectives. In the UNI program teaching competence is judged by the demonstration of performance criteria (See Appendix I) at each step of the practicum experience. The function of each curriculum component has been defined in terms of its contribution in developing the ability of the trainee to demonstrate the required performance criteria. If a group of trainees are not able to demonstrate a required competency, program data permit the responsible model components to be revised and corrected. In this way, each academic course and practicum experience is judged against its ability to produce effective professionals with handicapped children.

The use of the Individual Instruction Records for the past three years has provided data to test the effectiveness of trainees participating in the Northern Iowa Instructional Laboratory (NIIL). These records (See Appendix II) allow the systematic supervision of trainees advancing through each step of the performance criteria in Phase I of the training program. Baserates and progress toward prescribed, terminal objectives provide both the trainee and the practicum supervisor with detailed daily information concerning the effectiveness of the teacher-child interaction in the trainee's progress toward prescribed instructional goals for the handicapped child.

Phase II of the program uses instruments designed to provide efficient gathering of data for determining pre- and post-behavioral rates of

adaptive and maladaptive behavior of handicapped children in a group or classroom setting (See Appendix III). These instruments not only type and rate adaptive and maladaptive behavior for each pupil in the classroom, but also indicate the interaction of the teacher, teacher aide, and peers with the behavior manifested by the pupil. Evaluative instruments coupled with measurement of cognitive development presents a heuristic possibility for both practicum supervision and the study of the complex teacher-child interaction in a classroom setting. Progress in training programs for practicum supervisors and perfection of information-feedback systems based upon these instruments allows implementation of a record system for Phase II.

Phase III is partially operational and open only to graduate M.A. level students. The M.A. level is built upon the demonstration of the same skills and competencies as required at the undergraduate level. However, the M.A. trainee is required to demonstrate further ability to develop programs for children with severe and chronic handicaps that require more complex educational solutions. In addition, M.A. trainees must demonstrate the communication skills necessary to integrate their work with other professionals from education and related disciplines as well as to maximize effective relationships with parents. Examples of sequenced performance criteria for Phase III includes:

1. Develop and implement a therapeutic education program for a severely handicapped pupil.
2. Instruct and counsel parents of a behavior or learning disabled child as to the management of their child.
3. Coordinate the intervention of educational and community services with a pupil who has complex educational problems.

4. Participate in inter-disciplinary team efforts to prescribe an educational program for pupils who present complex educational problems.
5. Interpret case history and psychometric data for handicapped children.
6. Train and supervise teacher-trainees in Phase I and Phase II of the program. (Advanced Masters only)
7. Administer a private or public educational program for the handicapped. (Advanced Masters only)
8. Present an educational program to public audiences (i.e. service club, Board of Supervisors, etc.) (Advanced Masters only)

Phase III performance criteria will be field-tested and studied before approval. Final approval of the Phase III performance criteria may necessitate some academic and practicum course revision. In addition, specific practicum supervision systems may be required.

Two methods of follow-up are being developed to determine the effectiveness of graduates from the training program. The first is an evaluation of the graduate's classroom effectiveness. This will indicate the transfer of program competencies into the field. The second is an evaluation of UNI graduates after their first and third years by administrators who have employed them. In addition to identifying inadequate program competencies, this will provide an evaluation of how well the graduate and his competencies are received by the employer.

External Evaluation Components

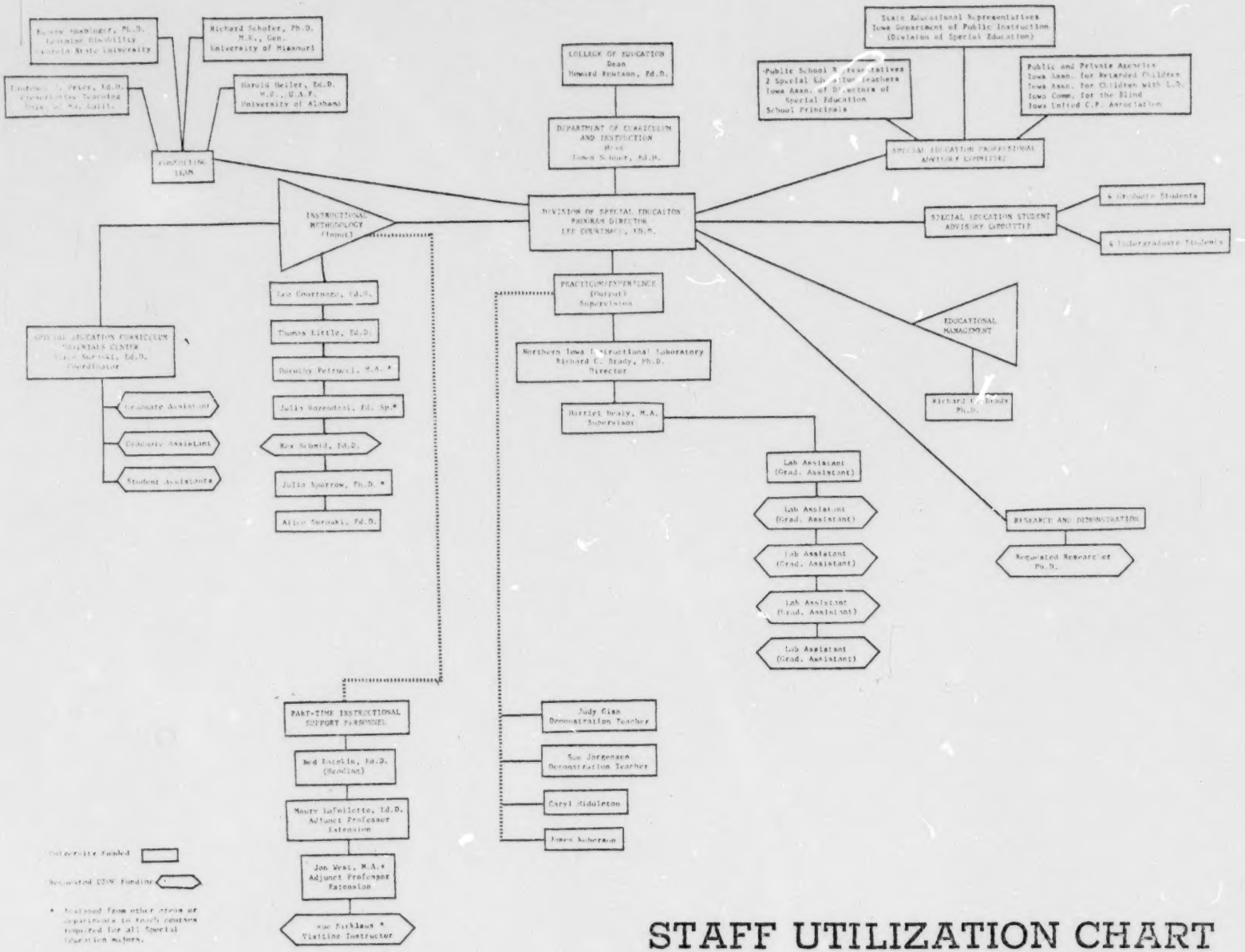
Three consecutive components participate in the development of the training program in the Division of Special Education: the Special Education Professional Advisory Committee, the Special Educational Student Advisory Committee, and the Special Education Consulting Team. In addition

to the consultative groups, an annual workshop for former students and a yearly in-service workshop for supervising teachers provides external feedback (See Staff Utilization Chart, Figure 4).

These groups are involved in program evaluation in the following ways:

1. Special Education Professional Advisory Committee. This advisory committee reviews program development twice yearly. Principals, teachers, former students, state department consultants, special education directors, and lay representatives of parent groups study and recommend program changes. These professionals are sensitive to the manpower needs and the changing roles and demands upon special education in Iowa.
2. The Special Education Student Advisory Committee. This group reflects student advice and opinion in the development of the training program. Students have been involved in much of the planning in the Division of Special Education. They have had a direct influence in the objectives of the program. In addition, the University of Northern Iowa provides a student evaluation of each professor on probationary status. The Division of Special Education uses a student evaluation instrument to rate each class and each professor whether tenured or not. Between this instrument and the evaluation of the program by the Student Advisory Committee, the student is given a strong voice in program evaluation.
3. The Special Education Consulting Team. National and state consultants provide bi-yearly study of the program. Through site visits, written and telephone communications, this group evaluates

Figure 4



STAFF UTILIZATION CHART

and often recommends directions in the program. Each is chosen for their professional competence and accomplishment in a given area. These consultants are used to evaluate the continued growth and implementation of the program.

4. An annual workshop for former UNI students. A workshop is held yearly to receive continuous evaluation from former students. The purpose of the workshop is to gain feedback from B.A. and M.A. graduates.
5. An annual in-service workshop of supervising practicum teachers. The workshop provides participants an opportunity to analyze practicum activities, become familiar with program organization, and identify program areas in need of revision.

Program Contributions to Teacher Education

The Division of Special Education at the University of Northern Iowa has developed and implemented systems management techniques to build a unique non-categorical, competency-based training program for special education personnel. This new program of teacher preparation provides a demonstrable model which has considerable promise in alleviating problems of quality control.

The keystone of the UNI training program is a continuous monitoring system of practicum experiences based upon the observation of pupil-teacher interactions. The performance criteria required within the practicum experience provides the basis for systematic control and evaluation of both trainees and academic coursework components. The application of a series of records -- similar to those commonly used in business management -- provide an accurate and efficient complementary means to guide and monitor the trainee's practicum activities. Specifically, the UNI

special education program is designed to achieve the following improvements in teacher education:

1. The program provides unique features that other teacher-training institutions will find worthwhile for evaluation.
2. The UNI program provides a demonstration model for teaching children with behavior and learning problems regardless of the diagnostic label.
3. The program offers an opportunity to identify and validate instructional competency common to all areas of teaching (See Shores, Cegelka, and Nelson, 1973).
4. The program serves as a unique model for upgrading the skills of special education teachers presently teaching handicapped children.
5. The training model provides an effective system for upgrading the affective and instructional skills of the regular classroom teacher in order that handicapped pupils in the regular classroom may be better served.

Program Staff and Resources - Faculty

The staff organization of the special education program is indicated by the Staff Utilization Chart in Figure 4.

The program faculty and their major responsibilities are listed as follows:

Name	Major Responsibilities
Richard Brady	Teaches Educational Management components and directs the Northern Iowa Instructional Laboratory
Lee Courtnage	Director of Special Education and teaches courses in Phase III

Judy Gish	Demonstration Laboratory Teacher, Resource Room, Laboratory School
Harriet Healy	Supervisor of the Northern Iowa Instructional Laboratory
Tom Little	Instructor and responsible for the instructional component for behavior and learning disabilities area
Caryl Middleton	Student teacher coordinator
Rue Nicklaus	Practicum supervisor and visiting instructor, pre-academic level
Dorothy Petrucci	Instructor for courses - Braille I and Braille II
James Roberson	Student Teacher coordinator
Julia Rozendaal	Instructor introductory courses
Rex Schmid	Instructor and responsible for the secondary/vocational component of the program
Julia Sparrow	Director of Remedial Reading Clinic and teaches certain components of specific learning disabilities program.
Alice Suroski	Instructor of instructional methodology component and coordinator of the Special Education Curriculum Materials Center

Graduate Assistants

Joan Bunkofske	Laboratory assistant, Northern Iowa Instructional Laboratory
Sally Frudden	Laboratory assistant, Northern Iowa Instructional Laboratory
Mary Kiesau	Laboratory assistant, Northern Iowa Instructional Laboratory
Rich Turpen	Laboratory assistant, Northern Iowa Instructional Laboratory
Becky Wenske	Laboratory assistant, Northern Iowa Instructional Laboratory

University Facilities

Two service facilities used by student trainees are the Northern Iowa Instructional Laboratory (NIIL) and the Special Education Curriculum Materials Center (SECMC).

Northern Iowa Instructional Laboratory (NIIL)

The Northern Iowa Instructional Laboratory is an educational facility operated under the direction of the Division of Special Education. The primary purpose of the laboratory is to provide a closely supervised practicum for program trainees. Secondarily, the lab provides educational services for children who have behavior or learning difficulties at home or school. The only formal label for a child at the Northern Iowa Instructional Laboratory is "learner". However, children referred have been categorized by others as emotionally maladjusted, severely emotionally disturbed, schizophrenic, autistic, hyperactive, brain impaired, minimal cerebral dysfunctioning, mentally retarded, learning disabled, and underachievers. The laboratory works in cooperation with local school districts, parents, mental health facilities, and other public and private organizations dealing with behavior and learning disordered children.

Special Education Curriculum Materials Center (SECMC)

Teaching a handicapped child requires the knowledge of different types of techniques and materials. SECMC serves as an important link between academic courses and field experiences in that it contains commercial teaching materials, and learning packages useful for instruction. Students use the center in all phases of their program. In Phase I, SECMC is a resource instructional laboratory for students working in the Northern Iowa Instructional Laboratory. In Phase II, students evaluate special materials as applicable to their teaching situation.

Community Practicum Resources

The skills taught through the training program prepare teachers to function in educational programs that are often without para-educational personnel found in more populated areas. In addition, trainees are prepared to provide necessary individualized instruction for handicapped children in regular class settings.

Since many trainees who complete the special education program are placed in situations dealing with minorities, their individual training programs are designed to allow them to demonstrate educational competencies with these groups.

Practicum resources in Iowa provide an excellent opportunity for trainees to apply their skills to handicapped children from either inner-city, suburban, or rural areas. The location of the University of Northern Iowa in Cedar Falls-Waterloo metropolitan area (an industrially impacted area with a population of 120,000) provides practicum with inner-city children from minority and poverty backgrounds. A number of trainees are presently receiving training with handicapped children in Waterloo under a variety of conditions. Present practicum facilities also provide service to rural-poverty areas in Iowa. Within a one-hour driving range of Cedar Falls, school programs include minority group children who are Black, (7,000 Black population in the Cedar Falls-Waterloo metropolitan area), American Indian, and Amish.

Budget

The budget summary listed is for the 1973-74 academic year. The budget includes staff and resources providing direct input into the program. It does not include cost items reflecting building maintenance such as heat, lights, etc., and other cost factors of a general nature absorbed through normal university operations.

Professional Staff including full and part-time support staff	$220,610
Secretarial and Clerical	10,000
Graduate Assistants	12,000
Student Work Assistants	5,298
Employee Benefits and Services	36,918
Travel and per diem	3,000
Equipment purchases	1,000
Office Supplies	300
Special Consultants	1,650
Local Supervision and special projects (workshops and institutes)	2,965
Communication, telephone, postage, etc.	876
Instructional Supplies	800
Reproduction and Duplication	612
TOTAL	$296,029

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APPENDIX I

PERFORMANCE CRITERIA

PHASE I

A non-categorical, competency-based program for teacher training of educationally handicapped children in a Tutorial Experience. Phase I includes an 8-hour block of coursework which must be taken concurrently. (Pre-requisite - Exceptional Child, 22:150g)

22:174g (2 credits)
Teaching the Handicapped

Evaluation, demonstration, and practicum of instructional methods and materials for use with children who manifest various educational handicaps at pre-school, primary, intermediate and secondary levels.

This class is systematically integrated with Experience-Individual Instruction of Handicapped Children (22:192) to provide the student with the opportunity to apply competencies acquired in this course with a handicapped child or youth. Practicum experience with sequencing materials related to deficiencies will be provided in the Special Education Curriculum and Service Laboratory.

22:192 - 22:290 (2 credits)
Experience - Individual Instruction of Handicapped Children

The trainee is systematically supervised and evaluated through the facilities of the Northern Iowa Instructional Laboratory (See Appendix 4 for description of Northern Iowa Instructional Laboratory). The effectiveness of curriculum and management instruction is carefully evaluated through assessment of overall performance of all students in these competencies.

The following performance criteria must be demonstrated by the trainee: (academic course assigned responsibility to develop performance ability indicated by arrows)

Evaluation Form	Performance Criteria	Assigned Weighting
Application	1. Record and clarify parent's statement of problem in behavioral terms.	2%
	2. Demonstrate ability to arrange tutorial schedule with parents, teachers, and/or laboratory assistant.	1%

22:170g (3 credits)
Educational Management of the Handicapped-I

A series of simulated experiences programmed lectures and demonstrations designed to develop the teacher's ability to evaluate the behavior of handicapped children and apply sound educational solutions.

Behavior modification techniques appropriate for use in school, are applied to a wide range of educational problems of the handicapped. This course is systematically integrated with Experience-Individual Instruction (22:192).

Eval. Form		Performance Criteria	Assigned Weighting
Para-Ed Observation		3. Collect relevant para-educational data from parent interview.	1%
		4. Record and clarify instructors statement of problem in behavioral terms.	2%
		*5. Demonstrate ability to identify critical behaviors and the stimuli that elicit and reinforce those behaviors.	5%
		6. Select behaviors and record baserates accurately and under conditions that can be recorded.	10%
		7. Identify appropriate behaviors manifested by the pupil in the normal environment.	2%
		8. Identify high probability behaviors which are appropriate reinforcers.	1%
Diagnostic Teaching and Terminal Objective		* 9. Explore possible reinforcers and determine appropriate beginning reinforcers.	5%
		*10. Organize appropriate eliciting materials and establish pupil's entering ability.	5%
		*11. Write appropriate terminal behaviors reflecting diagnostic findings.	10%
Teaching Records		12. Prescribe appropriate enroute objectives reflecting pupil's current level of functioning and ability to progress.	10%
		13. Prescribe eliciting materials, methods of presentation, and consistent approach appropriate to achieving enroute objectives with pupil.	10%

* Critical Criteria.

Evaluation Form	Performance Criteria	Assigned Weighting
⇆	14. Prescribe contingency management program which effectively motivates pupil and develops increasingly more adaptable levels of motivation.	⇄ 10%
	*15. Execute prescribed program for pupil (See #12, 13, 14).	15%
Evaluation Form	16. Obtain and record termination baserates accurate of pupils which provide evidence of behavior change in natural environment since individual instruction began.	⇄ 4%
⇆	17. Determine and record entering and terminating levels of academic work (where applicable).	2%
⇆	18. Judge accomplishment of pupil in relation to terminal objective.	⇄ 2%
⇆	19. Recommend further programs for pupil.	⇄ 2%
No Form	20. Develop appropriate program for termination of instruction with pupil, parent, and practicum setting.	⇄ 1%

22:185g Readings in Special Education (1 credit)
Shared readings and discussion of current methodological developments and innovations in special education.

* Critical Criteria.

PHASE II

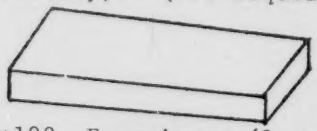
A non-categorical competency-based program for teacher training of educationally handicapped children in a classroom setting. Phase II includes an 9-hour block of course and practicum work, all of which must be taken concurrently. The trainee selects one of the following levels in which to concentrate: a) pre-academic training; b) primary and intermediate; c) secondary (for secondary majors only). (Pre-requisite - Phase I)

22:180's (3 credits)
Instructional Techniques and Materials for Hnadicapped Children

Two of the following are concurrent with Experience and 22:171:

22:183 Teaching the Handicapped-Pre-academic

The evaluation and demonstration of instructional methods and materials for instruction children and youth functioning at the pre-academic level. This includes student presentation in class of sequenced activities for the trainable mentally retarded, severely brain injured, psychotic, atutistic, and developmentally delayed pupil. Single concept lessons are student prepared and then approved for use in Classroom Experience.



22:192 Experience (2 credits)
22:290 Classroom Instruction of handicapped children after selection of functioning level, the trainee is systematically supervised and evaluated through the NIIL facilities and the experienced Special Education classroom teacher in whose classroom the student is assigned. The effectiveness of curriculum and management instruction is carefully evaluated through assessment of overall performance of all students in these competencies.

The following performance criteria must be demonstrated by the trainee: (check on assigned input indicated by arrows)

22:171 (3 credits)
Educational Management of the Handicapped-II

This course presents a systematically planned program of lectures, demonstrations, and experience simulations with handicapped children in the classroom. Classroom management of instruction and behavior control is stressed. Pre-requisite - Phase I.

Evaluation Form	Performance Criteria	Assigned Weighting
B - Classroom Structure Analysis	1. Observe and analyze the structures & procedures in use within the assigned group practicum setting.	5%
C-Classroom Behavior Observation Record	2. Observe and record behavior patterns of pupil and of teacher/peer interactions with those patterns.	2.5%

Experience continued

Evaluation Form	Performance Criteria	Assigned Weighting
	3. Analyze the patterns of behaviors manifested in the assigned group practicum setting.	5%
Behavior Observation Chart	4. Record and chart baserate data of pupil and teacher behaviors taken in the assigned group practicum setting.	2.5%
D 1,2,3 Individual Instruction Forms	*5. Tutor assigned pupil within the group setting (see Phase I performance Criteria).	5%
Teaching Assistant Rating Sheet Form E	*6. Intervene appropriately when pupils manifest academic or behavior problems.	10%
	*7. Lead and interact with pupils in group activities e.i. question and answer sessions.	10%
	8. Take direction from administrators and supervisors.	5%
Form F Single Concept Lesson Forms	9. Develop curriculum plans for single concept lessons in four distinct areas of instruction.	5%
	*10. Develop valid and reliable pre and post tests for each single concept lesson.	5%
	*11. Execute four single concept lessons in group setting maintaining a level and quality of student behavior at least equal to that maintained by classroom teacher.	15%

* Critical Criteria.

Evaluation Form	Experience continued Performance Criteria	Assigned Weighting
⇐⇒	*12. Plan, organize, and articulate appropriate eliciting materials for daily instructions.	5%
	*13. Coordinate an appropriate contingency management system for the classroom. ⇐⇒	5%
	*14. Execute, orchestrate, and maintain the activities of the classrroom. ⇒⇐	20%

* Critical Criteria

22:180 (3 credits)
Teaching the Handicapped: Primary

Teaching the Handicapped: Primary concentrates on the education of the mildly handicapped or developmentally disabled child who is six through nine years of age. Areas of emphasis are diagnostics, content determination or program planning, and teaching procedures. In regard to the last area, the focus is on specific teaching procedures rather than general curricular areas or genreal teaching methodoigy. Each of the three areas of emphasis is related to the indentification and development of needed adaptive, readiness and early academic skills. In-class instruction is complemented by a required laboratory experience each week, during which time pertinent diagnostic devices, teaching procedure outlines, and materials are inspected and used

22:180 continued

by the student in the special education curriculum laboratory and in their classroom experience.

22:182 (3 credits)
Teaching the Handicapped: Intermediate

Teaching the Handicapped: Intermediate concentrates on the education of the mildly handicapped or developmentally disabled child who is ten through thirteen years of age. Identification and development of needed elementary level academic skills as well as the development of deficient adaptive and social behaviors are stressed. Course emphasis areas relating to skill development are diagnostics, content determination or program planning, and teaching procedures. In regard to the last area of emphasis, the focus is on specific teaching procedures rather than general teaching methodology or general curricular plans. A laboratory experience is required of all students each week to complement class instruction. During the lab experience, pertinent diagnostic devices, teaching procedure outlines, and materials are studied and applied by the student in the special education curriculum laboratory and in their classroom experience.

22:181 (3 credits)
Teaching the Handicapped: Secondary

The evaluation, preparation, and demonstration of instructional methods

22:181 continued

and materials for use with secondary level handicapped youth. This includes class presentations, writing projects, and discussion of various facets of educating the mentally retarded, behaviorally maladjusted, learning disabled, and/or developmentally delayed secondary student. Lessons and materials are prepared, using the curriculum laboratory, and evaluated before use in classroom experience.

22:251 (3 credits)
Vocational Programs for the Handicapped
Development and implementation of work study and other vocational programs for handicapped adolescents and adults.

Supplemental Courses:

37:155
Physical Education for the Mentally Retarded

51:101
Speech Correction for the Classroom Teacher

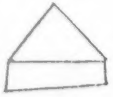
20:187
Educating Disadvantaged Children and Youth

PHASE III

A Master's and/or Ed. Specialist's Program for the Training of:

- □ 1) Therapeutic teachers of the severely handicapped
- ○ 2) Learning disabilities strategists and consultants
- △ 3) Supervisors and administrators of special education programs.

(Pre-requisite: Successful completion of Phase I and II. Successful demonstration of all competencies included in Phases I and II.)



○ 23:147g Remedial Reading (3 hours)
Basic Instruction in remedial reading theory and methods. Taken concurrently with a laboratory experience with a child. (Pre-requisite: methods course in teaching of reading)

○ 23:192/23:290 Experience (3 hours)
A tutorial experience teaching a well-sequenced, carefully supervised reading program to a child with a reading handicap.

○ 23:184 Diagnosis of Reading Problems (2 hours)
Experience in administering and interpreting individual diagnosis.

○ 23:240 Reading Disability (3 hours)
Exploration of factors in reading disability, causes of severe disability, development of remedial programs and the roles of parents and specialists in remediation.

○ 20:270 Diagnosis of Learning Problems
Emphasis on the diagnosis of the nature and causes of learning difficulties and the methods by which developmental and corrective measures of various kinds can be adjusted to meet the needs of the individual learner.

20:290 Practicum/Experience

20:270 continued

Emphasis is placed on providing techniques of diagnosis and treatment which can effectively be applied by the classroom teacher (Pre-requisite - Group Evaluation)

□ 22:183 Teaching the Handicapped-Preacademic
Instructional techniques and materials for severe and profound handicapped. → Demonstration and evaluation of materials developed in experience with child. ←

□ 22:290 Practicum
NIIL supervised experience with severe or profound handicapped child. Evaluation of materials and management input. ←

Course #
□ Proposed Management course for Educational therapists
Strategies for diagnosing, prescribing, implementing programs for profoundly and severely handicapped children. ←

→

□○△ 22:184g Home-School Relationships for Special Education
Utilization and coordination of special education services with the home and school to maximize the potential of the handicapped. Communications techniques and patterns of cooperation with parents and school personnel - guidance and counseling of child and parent.

□○△
22:289 Seminar in Special Education
Problems of teaching handicapped in inter-disciplinary setting. Opportunity for the student to demonstrate his ability to critically analyze problems, issues, trends, and other areas of concern current to the Education of Exceptional Children.

Practicum 22:290
Practicum in Classrooms for the Handicapped
A practicum experience for special education. (Pre-requisite - 22:192 and appropriate Iowa Teaching Certificate). The following performance criteria must be demonstrated by the trainee:

□○△ 22:252 Community Resources for Special Education
A study of cooperation and coordination of school and other agencies serving the handicapped, including various programs and services providing governmental and private agencies.

Experience continued

1. Initiate, organize, and control a classroom program applying competencies demonstrated in Phase I and II.
2. Coordinate classroom activities with the work of para-education personnel (i.e. counselors, psychologists, nurses, etc.) and other teaching programs within the administrative constraints which are operational in the educational setting.
3. Interact and contribute with other professionals in faculty meetings, committee meetings, hospital rounds, pupil staffings as appropriate to educational setting.
4. Interact and professionally support parent and/or lay support groups in manner appropriate to the educational setting.
5. Direct and train teaching aides and student trainees.
6. Work with parents to coordinate home support for therapeutic educational activities and programs prescribed for individual students in the classroom.
7. Establish liaison and cooperation with appropriate community service organizations (re-habilitation, parole officers, various therapists, social workers, charitable organizations, service clubs, etc.)
8. Demonstrate the ability to work with agencies and organizations.
9. Demonstrate skill in retreiving necessary information of national, state, or local resources and utilizing such information to maximize services for the handicapped.

The program in special education administration prepares qualified people to serve as a director or supervisor or special education in local, intermediate, or state school systems. To be eligible for this degree, the student must be certified as a teacher of the handicapped, school psychologist, or speech and hearing clinician.

Must have M.A. level requirements plus the following:

22:290 Administrative Practicum (2 hrs.)
Taken concurrently with 22:278
The trainee, through the Division of Special Education with assistance of the facilities of NIIL, is placed with an experienced Special Education administrator in the area. Must demonstrate the following competencies:

1. Defines, interprets, and demonstrates a Philosophy reflecting adequately the needs of all exceptional children.
2. Demonstrates ability to apply administrative theory into actual practice. Administrative Theory based on Griffiths and others.
3. Demonstrates ability concerning Problem Solving and Decision Making.
4. Demonstrates competency in establishing and reaching goals.
5. Demonstrates skill in communicating as applied to the internal organization and the external public.
6. Knows and can interpret legal considerations, state law, and DPI guidelines.
7. Has knowledge of and demonstrates ability to plan, implement, and evaluate programs and services for all exceptional children.

22:278 - Administration of Special Education
Prepares administrators to plan programs for various areas of speci education, to select personnel, provide instructional materials, interpret the program to the community and be informed concerning legal provisions for special education.

27:230 - School Laws
Legal structure for education, powers and duties of boards of education; rights and responsibilities of school personnel; rights of parents and students and related topics. Emphasis on judicial decisions and common law with practical application for school personnel.

Prof. 25:294 (3) Educational Research
Core 20:214 (2) Advanced Educational
and/or Psychology
25:234 (2) Philosophy of Education

In addition to the above special education core, Research, graduate foundations of education and supplementary methods and practicum are required as part of the M.A. program. M.A. and post-M.A. trainees are involved in on-going college teaching, practicum supervision, and research projects as an integral part of graduate training.

At least one course from the following:
27:102g (2) Intro. to Educ. Adm.
27:228 (3) Adm. of Secondary School
27:221 (3) Adm. of Elem. School

At least one course from the following:
27:210 (3) School Personnel Adm.
27:204 (3) School & Comm. Relations
27:141g (3) Instructional Leadership
27:212 (2) Supervision of Elem. Sch.
27:226 (2) Supervision of Sec. School

Experience continued

8. Knows importance of establishing and maintaining good staff relationship. This is demonstrated in practice by ability to delegate authority, releasing maximum talents of staff, etc.

PROGRAM SUMMARY

The Special Education training program at the University of Northern Iowa provides a systematically integrated program designed to develop professional personnel with the requisite competencies to 1) diagnose and teach, 2) organize and supervise programs, 3) evaluate instructional programs, and 4) train professional educators to implement programs for children and youth manifesting retardation, behavioral, learning, and multiple handicaps. Traditional categories of special education have been de-emphasized and a systems approach is applied within a conceptual model to guide the integration of didactics with practicum activities. The conceptual model is constructed upon the building blocks of 1) instructional methodology, 2) experience/practicum, and 3) educational management.

Internal evaluation involves a continuous monitoring of practicum experiences based upon the observation of pupil-teacher interactions. Competencies are judged by the demonstration of performance criteria at each step of the practicum experience. External evaluation includes advisory groups, consultants, and special workshops intended to provide feedback for program evaluation. Program resources include thirteen full and part-time staff members, several on-campus specialized facilities and practicum resources. This unique training program provides 1) a demonstrable non-categorical, competency-based model unique in the preparation of competent teachers for handicapped pupils, 2) a prototype training program applicable to other pre-service teacher training programs, 3) impetus for the mainstreaming of handicapped children through inservice training of regular teachers, and 4) the option to broaden and upgrade the skills of practicing special education teachers trained in more traditional categorical programs.